

Term Overview | Term 2 | 2018

# Year One

Dear Parents/Caregivers,

*Assalamu 'alaikum Wa Rahmatullahi Wa Barakatuh*

## Welcome

The Year One team is delighted to welcome you to the second term of the 2018 academic year.

Comprehensive and evidence-based learning programs have been planned with the aim of providing your child with engaging and educational learning experiences.

Please take a few minutes to read the term overview so that you are familiar with general expectations and the learning your child will be involved in throughout the term.

## Introduction

The Year One team is as follows:



**Mrs Davina Khoder**  
*1P Class Teacher  
Coordinator*



**Mrs Marwa Lazkani**  
*1S Class Teacher*



**Mrs Manal Yatim**  
*1G Class Teacher*

## Attendance and Punctuality

Students are required to be at school each day it is open. If your child is **absent**, a letter needs to be provided to the teacher explaining the reason for the absence. Should you need to take **leave**, a leave form should be completed and handed in to the office, providing at least one term's notice. Punctuality is a policy requirement. Students are encouraged to be at school by 8:20am so that they can participate in the morning assembly. In the event that a **late arrival** cannot be avoided, please ensure you sign your child in at the office and obtain a late note, which must be handed to the class teacher.



Student Behaviour Management System

**Reward System**



**Commendation Cards**



**Merit Certificate**  
5 Commendation Cards = 1 Merit Certificate



**Bronze Award**  
4 Merit Certificates = 1 Bronze Award



**Silver Award**  
3 Bronze Awards = 1 Silver Award



**Gold Award**  
2 Silver Awards = 1 Gold Award



**Unity Trophy**  
2 Gold Awards = 1 Unity Trophy

## Uniform

It is a College expectation that all students are dressed in the correct and complete school uniform.

**Blazers** are a **compulsory** part of the uniform this term. Uniforms should be clean, pressed and without tears or rips. Girls tunics should be at or near ankle length and jewellery should not be worn. Boys ties must be worn as well as grey socks and shirts should be tucked in neatly. Summer uniform means girls wear white socks. Hats are a daily requirement as the 'No Hat, No Play' rule will be strictly enforced. We encourage you to **label** all uniform items.

## Communication

Communication is essential and therefore, if you need to contact your child's teacher at any time throughout the year, please use the following avenues:

- you may leave a message via the **administration office**
- you may leave a message in your child's **diary**
- you may send a message to the teacher via the **Class Dojo** app

Teachers will endeavour to respond to your message as soon as possible. Please **allow 24 – 48 hours** for a response. Details on how to connect to Class Dojo and use the app will be sent home with your child very soon.

## Stationery and Resources

Please ensure your child comes to school equipped with the necessary **stationery** and **equipment**.

Should your child run out of or lose a stationery item, please assist us by replacing it in a timely manner. In this way, your child is adequately prepared for learning. We encourage you to **label** all items.

It would be greatly appreciated if a box of **tissues** and a packet of **wipes** are sent to school each term.

## Homework | Diaries

The cooperative roles of teachers and parents is crucial in assisting students to progress and succeed. Ensuring your child completes homework tasks would be very much appreciated. Homework is issued every Monday. Students are asked to complete the daily assigned tasks and return it to school the following day for checking and/or marking. Tasks are designed to revise and consolidate concepts taught at school.

Homework includes the completion of **Mathletics** and **Reading Eggs** activities. These are aligned with your child's needs and ability. Once students have completed their daily reading, they are required to write a comment about the book in their diary. Diary entries are a **key component** of homework and, as such, must be presented with homework booklets. School diaries are checked daily.

## Library and Sport

The school library is a vibrant learning environment your child's class will visit each week. Children will borrow home readers appropriate to their reading levels as well PRC books. Your child will need to bring a library bag on the scheduled library day.

	1 PEARL	1 SILICA	1 GARNET
Library Day	Wednesday	Thursday	Friday

To maximise student physical activity, sport is delivered by the trained and experienced PDHPE faculty.  
**Year One's sports day is on Tuesday.**

Nutrition: Fruit Break, Healthy Lunch Options, Nut Free School

### Fruit Break

There is a scheduled daily 5 minute fruit break during the morning session. Please ensure your child brings a healthy snack such as a piece of fruit or vegetables, yogurt, or cheese stick. Students are not permitted to eat unhealthy snacks during this time.

### Nut-Free School

Unity Grammar is a **nut free school** as we have students with very serious nut allergies. We need to work together to promote student safety. Kindly refrain from sending any food items containing nuts, including Nutella or peanut butter sandwiches.

### Healthy Lunch

A healthy packed lunchbox is encouraged by following NSW Health recommendations.

**What's in your child's lunchbox?**

Fill it with the **5**

- 1** fruit
- 2** vegetables
- 3** dairy
- 4** wholegrains
- 5** lean meat & alternatives

Make water your drink

Pack ice bricks to keep food cool

Use a thermos to keep food warm

For further information visit: [www.eatforhealth.gov.au](http://www.eatforhealth.gov.au)

NSW GOVERNMENT | Health South Eastern Sydney Local Health District

September 2014

## Curriculum Overview

KLA	Overview									
English	<i>Speaking and Listening</i>	<p>Students will communicate with their class on familiar and introduced topics. They will adopt new speaking skills, to give confident oral presentations. They will listen to instructions and share ideas with peers to complete tasks. Students will recognise that spoken language has a range of purposes and audiences and use this knowledge when attempting to communicate effectively with others.</p> <table border="1" data-bbox="767 645 1198 925"> <tr><td>Presentations</td></tr> <tr><td>Listening &amp; responding</td></tr> <tr><td>Questioning &amp; seeking clarification</td></tr> <tr><td>Interaction skills</td></tr> <tr><td>Eye contact</td></tr> <tr><td>Oral expression</td></tr> <tr><td>Facial expression</td></tr> <tr><td>Posture &amp; stance</td></tr> </table>	Presentations	Listening & responding	Questioning & seeking clarification	Interaction skills	Eye contact	Oral expression	Facial expression	Posture & stance
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<i>Reading and Viewing</i>	<p>Students will be exposed to a range of fictional and factual texts where skills are introduced systematically and instruction for reading and comprehension skills and strategies are included as part of each lesson. Students are grouped within their class based on reading levels and participate in guided reading sessions 4 times a week for 30 minutes. The comprehension skills students will draw on include following instructions, making predictions, sequencing events, and identifying fact and fiction.</p>									
<i>Writing and Representing</i>	<p>In this unit, students are guided through effective planning to be able to produce written text for both descriptions and poetry. The description program aims to teach students to brainstorm and plan before gradually producing a written description and publishing this work at the end of the week. Students describe a variety of topics including objects, animals, characters and people. The poetry unit introduces students to poetic devices including onomatopoeia and alliteration. Students will explore these poetic devices before planning and composing small written poems using these devices.</p>									
<i>Spelling</i>	<p>Students will understand how to use digraphs, long vowels, blends and silent letters to spell words, and use morphemes and syllabification to break up simple words and use visual memory to write irregular words. This unit is based on the Ants in the Apple Program which allows students to learn and apply different techniques while spelling.</p>									
<i>Grammar, Vocabulary and Punctuation</i>	<p>Students will learn how grammatical structures and features in texts achieve meaning. Commonly used punctuation conventions will also be introduced and/or revised through this unit.</p> <table border="1" data-bbox="727 1709 1082 1951"> <tr><td>Question marks</td></tr> <tr><td>Commas</td></tr> <tr><td>Simple sentences</td></tr> <tr><td>Onomatopoeia</td></tr> <tr><td>Alliteration</td></tr> <tr><td>Adjectives</td></tr> <tr><td>Verbs (relating, thinking)</td></tr> </table>	Question marks	Commas	Simple sentences	Onomatopoeia	Alliteration	Adjectives	Verbs (relating, thinking)		
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Mathematics	<i>Number &amp; Algebra</i>	<table border="1"> <thead> <tr> <th>Week</th> <th>Focus</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Whole Numbers</td> </tr> <tr> <td>2</td> <td>Addition &amp; Subtraction</td> </tr> <tr> <td>3</td> <td>3D Space</td> </tr> <tr> <td>4</td> <td>Patterns &amp; Algebra</td> </tr> <tr> <td>5</td> <td>Addition &amp; Subtraction</td> </tr> <tr> <td>6</td> <td>Fractions &amp; Decimals</td> </tr> <tr> <td>7</td> <td>Assessment – Half Yearly Examinations</td> </tr> <tr> <td>8</td> <td>2D Space</td> </tr> <tr> <td>9</td> <td>Whole Numbers</td> </tr> <tr> <td>10</td> <td>Multiplication &amp; Division</td> </tr> </tbody> </table>	Week	Focus	1	Whole Numbers	2	Addition & Subtraction	3	3D Space	4	Patterns & Algebra	5	Addition & Subtraction	6	Fractions & Decimals	7	Assessment – Half Yearly Examinations	8	2D Space	9	Whole Numbers	10	Multiplication & Division
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History		This unit provides students with the opportunity to develop the language needed to distinguish between the past, present and future, and to relate stories about life in the past. Students learn that adults and elders are a valuable source of information about the past and they begin to investigate the differences and similarities between their own lives and the lives of their parents and/or grandparents.																						
Science and Technology	<i>Learning Content</i>	This unit of work introduces the students to the world of animal life particularly insects. They will observe the external features of small animals, watch their behaviour and see how they survive in their habitats. Through inquiry- based learning experiences, students will take part in hands-on experiences as they explore and compare the habitats of different animals and see how we are all part of a single, gloriously complex ecological system. Students will also design, develop and present an insect habitat for one of the insects studied as part of this unit.																						
	<i>Learning Processes</i>																							
CAPA & PDHPE	<i>Visual Arts</i>	In this unit students will learn about the many people in their lives and how these people can influence the way they think, feel and act. They will also learn that to relate to others in a positive and non-violent manner requires effort, empathy, sensitivity and an awareness of the needs and feelings of others.																						
	<i>PDH</i>																							
	<i>PE</i>	Fundamental Movement Skills: Jump, landing, balance Unit: Active bodies																						

Thank you for your cooperation. We look forward to a successful year working with you and your child!

Sincerely,

Ms Khoder, Ms Lazkani and Ms Yatim  
Year One Teachers